2 Star Trainer's Notes

Though the assessment will take place on a stretch of sheltered water, if the area a candidate generally operates from, involves some moving water (e.g. a river like the Thames) or open water, then introducing them as to how to use this to their best advantage with the skills below, should be discussed and experimented with. They of course will also need to know what to do when meeting or passing other craft on a river or canal. i.e. train them to the situations they will generally meet not just to the assessment.
The assessment is very clear what aspects apply to a canoe and what to a kayak or both. However in training students should be introduced to both styles of craft and in as many different formats as possible, e.g. racing and freestyle kayaks, sit on top, open cockpit, cruising canoe, white water canoe etc. All the skills below should be practised in a range of boats if at all possible.

Part A - Personal Paddling/ Skill

A.1 Lift, carry and launch the kayak and canoe.
Students should be introduced to safe moving and handling techniques; avoiding twisting when lifting, keeping load close to body and the importance of working together.
Students should

- Understand how and why a footrest, backrest and/or seat should be properly adjusted.
- Experience getting into a craft from a variety of shore/ banks.

A.2 Efficient forward paddling over a distance of approximately 250m.
Students should understand the importance of a good upright posture, utilising body rotation from the seat/hips upwards. Coaches should create an awareness of how effective paddling is using the major muscles of the body, rather than just the arms, which will generate much more powerful strokes.

The efficient forward paddling stroke should create a smooth passage of the boat through the water.

When in a canoe the appropriate trim needs to be understood and used.

A.3 Steering the kayak or canoe
Students should

- Experience steering solutions including stern sweeps, rudders and J-strokes.

The emphasis to be on learning the effect the paddle has and a fluent application depending on the situation.

- From a good running speed, the boat to be kept straight through a narrow gap by use of a trailing paddle or rudder. The gap should be about 2 times the

boats width and one boats width long. If a boat has a rudder fitted then this should be used as well.

A.4 Manoeuvring and positioning the boat in and out of a confined space.
Students should work to manoeuvre and position the boat in a controlled and accurate manner.

An ability to stop and change direction is being sought here. Good technique is still important but accuracy now also becomes an important element. Students should experience a variety of situations that require accurate manoeuvring.

A.5 Moving sideways
Students should understand the requirement for

- Good body rotation towards the paddle side.
- An effective upright paddle.
- Experimenting with variety of strokes but understand the requirement for one effective draw stroke.
- Powerful and balanced strokes using the core muscles and correct posture and ensuring little yawing from side to side.

A.6 Preventing a capsize
Students should experiment with

- Where the balance point for their craft actually is
- Low brace for recovery.

The coach should introduce the importance of the use of the body (i.e. hip or knee pressure) in getting the boat back to a balanced position and the role of the core muscles in creating a strong brace.

A.7 Turning
Students should experiment with

- A variety of strokes and degrees of edge to achieve a turn. The boat needs to turn efficiently whilst under momentum.
- Kayak paddlers need to be familiar with sweeps, rudders and braces.
- Canoe paddlers, with draws and ¼ sweeps, ¼ sweeps and j-strokes for doubles and outside pivots and c-strokes for solo.
- Students should understand the effects of trim in both a kayak & canoe.
- Students should be taught strategies for slowing down or speeding up a turn, i.e. slow wide turns and fast short turns of varying degrees.
- The concept of looking for 'future water' should also be introduced.

A.8 Return to the bank and get out

- Students should practice getting out on a variety of bank / shore types.

A.9 Securing
Training should look at basic knots with ropes and effective use of straps particularly when tying boats to a roof rack

Part B - Safety & Rescue
Use of a swimming pool is an ideal controlled environment for training these aspects. Care and concern for the students and other paddlers as well as equipment should be looked at and discussed.

B.1 Self rescue.
A controlled capsize with no signs of panic is required. Then they should rescue themselves by either swimming ashore, or by climbing back in and bailing, dependant on style of boat.

B.2 Peer rescue.
Good lifting and handling techniques must be highlighted. Training should cover different ways to effect a deep water rescue, and how a paddler in the water can be useful in the rescue. Students should become comfortable with at least one method of deep water rescue.

Part C – Safety, Leadership & Group Skills
C.1 Personal risk management
C.2 Awareness of others
C.3. An assessed accompanied sheltered water journey
In all the above cover aspects of:
- basic journey planning
- use of basic weather information
- basic map work
- how to keep a group together

Part D – Theory
Trainers to ensure students have theoretical understanding in line with the level of the award (see Assessor's Notes)
D.1 Equipment
D.2 Safety
D.3 Hypothermia/First aid
D.4 Access
D.5 Environment
D.6 Planning

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